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ABSTRACT

Many factors in our nation's past have hindered the achievement of quality education for everyone. Such factors include elitist attitudes, social and economic inequality, and more recently, a concentration on custodial treatment and maintenance of order in schools. Some measures, however, have facilitated the expansion of mass education and equality of educational opportunity. These developments include the Morrill Acts, the Kalamazoo decision, the G.I. Bill, and the Brown decision. Today this nation still possesses the potential to deliver quality education to every student. To do so, ten measures are necessary: (1) state assumption of schools that consistently fail to meet accountability standards, (2) a national effort to provide jobs for all, (3) state equalization of funding, (4) more specialized personnel in schools with poor achievement, (5) a national effort to rebuild and energize large cities, (6) provision of safe, sanitary housing for everyone, (7) expansion of career education classes and work study experiences, (8) full enforcement of all Civil Rights Acts, (9) development of multiethnic curricula, and (10) an effective health care system for all students. Although these changes cannot be effected by schools alone, schools must join with the total community to mobilize their expertise and resources to do what is necessary to provide quality education in all our public schools. (Author/JM)

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OCCASIONAL PAPER #12

ACHIEVING QUALITY IN EDUCATION: REVIEW AND SUGGESTED INTERVENTION STRATEGIES FOR QUALITY EDUCATION

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ACHIEVING QUALITY IN EDUCATION: REVIEW AND SUGGESTED INTERVENTION STRATEGIES FOR QUALITY EDUCATION

The public schools have, historically, since their establishment on solid and prevasive basis following the Civil War, played a significant and pivotal role in the American socio-economic order. Education was viewed as the social elevator necessary for upward mobility and success in America.

The paramount focus of this paper will be to provide a (1) brief overview of the emergence of public schooling, (2) to review the efforts for free public education, equal education and quality education, and (3) to suggest intervention strategies that might be utilized in order to achieve quality education.

It should be noted that early efforts to provide education in Colonial America, except for church groups, was largely restrictive and elitist. The Boston Latin Grammer School that was founded in 1635, one year prior to the establishment of Harvard College, was highly selective and elitist. The school (i.e., Boston Latin), classical in its educational mission, prepared a select and affluent educational clientele for influential leadership roles in the larger society. The graduates in theology, law, teaching, and medicine during the Colonial era. The vast majority of children and youths were excluded from the schooling provided by the Boston Latin Grammer School and other private institutions that emerged.

It required the seminal and indefatigable efforts of James G. Carter, Horace Mann, and Henry Barnard, among others, to provide impetus and direction for an embryonic public school movement in America. Carter, a graduate of Harvard, is generally acclaimed as having begun the public school revival in Massachusetts.[1] An unrelenting effort was made by Carter through his writing and teaching to improve free schools and to expose shoddy teachers and books. The petition that he presented to the legislature of Massachusetts in 1827 calling for the establishment of a state normal school was defeated in the Massachusetts Senate by one vote.[2] Nonetheless, he was undeterred in his efforts to have education regarded as a science, and the discovery of truth through inductive teaching.

The persistent work of James Carter was enormously helpful to Horace Mann in extending the public school movement in the latter half of the nineteenth century. The Massachusetts state legislature created the State Board of Education in 1837. Mann was appointed as the secretary of the State Board of Education. As a secretary, Mann launched a massive and sustained statewide effort to win broad-based public acceptance for public education and to improve the quality of education made available to students. The twelve annual reports which he wrote provided lucid directions and recommendations as to how public schools might be strengthened.

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1 Newton Edwards and Herman G. Richey, The School in the American Social Order, (Boston: Houghton Mifflin Company, 1963), p. 310.

2 Ibid; p. 311.

Mann's strong educational leadership in Massachusetts for educational improvement resulted in his achieving national prominence.

Another strong advocate of education was Henry Barnard. Barnard was responsible for introducing a bill in 1838 in the Connecticut legislature that was unanimously adopted and led to the creation of a state board of commissioners of common schools. Barnard, as was true of Mann in Massachusetts, became the first secretary of the board. Barnard also used his position to win broad-based community support for public schools. Moreover, he stressed the need in his writings and speeches for trained teachers and improvement in the quality of teaching. The strenuous and untiring efforts of Barnard for improved education in Connecticut led to opposition developing against him in the state legislature abolished his position. However, he was called to Rhode Island in 1843, and able to carry on his assiduous efforts for public schools.

FREE PUBLIC EDUCATION

The extraordinary and undaunted labors of Carter, Mann, Barnard, among others, established a salient for the democratization and extension of free public education in the United States. A view had developed, receiving broad-based support and acceptance, that free public education was not a privilege but a right (italics added). The passage of the Morrill Act in 1862 extended this belief in the nation. This act provided the genesis for the development of land-grant colleges in all of the states. No provision in

this act, however, provided for Black Americans; even those who were free in 1862. At the start of the Civil War in 1861 there were 500,000 Black Americans who were free. The passage of the second Morrill Act in 1890 provided funding for Black land-grant colleges. In principle, at least, the nation, six years before the epochal and far-reaching Plessy v. Ferguson decision, was making an effort to provide "separate but equal" education in the institutions of higher education.

The highly publicized and momentous Kalamazoo decision was to further democratize and provide a legal foundation for free secondary education. Judge Thomas M. Cooley of Michigan stated his opinion in the case with clarity and force:

> The instrument (the state constitution) submitted by the convention to the people and adopted by them provided for the establishment of free schools in every school district for at least three months in each year, and for the university . . . The inference seems irresistible that the people expected the tendency towards the establishment of high schools in the primary-school districts would continue until every locality capable of supporting one was supplied. If these facts do not demonstrate clearly and conclusively a general state policy, beginning in 1817 and continuing until after the adoption of free schools in which education, and at their option the elements of classical education, might be brought within the reach of all the children of the state, then, as it seems to us, nothing can demonstrate it.[1]

The legal opinion rendered in the Kalamazoo case was utilized by other states to establish support for secondary education. The Kalamazoo decision served as a catalyst in helping to accelerate

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[1] Stuart V. School District No. 1 of the Village of Kalamazoo, 30 Michigan 69.

and buttress the egalitarian concept that free secondary education was a right that should be open to all students and not restricted to a privileged few.

The establishment of land-grant colleges as a result of the passage of the Morrill Acts, with their emphasis on the "practical arts" and more flexible curricula also supported democratization in post-secondary education. Education, both elementary-secondary and higher education, received increased citizen support because it was viewed as a "passport" necessary for success and fulfillment in our national life. It is significant to note that the most noteworthy breakthrough in modern times in terms of democractizing and enlarging higher education opportunities was the passage by Congress of the World War II Selective Service Readjustment Act (i.e., G.I. Bill of Rights). The educational benefits made available to over five million veterans resulted in the extirpation, to a substantial degree, of economic and class barriers in higher education. Fred Hechinger makes a cogent observation relative to this point:

> Through a dramatic expansion of educational access across class lines, the post-World War II G.I. Bill of Rights set in motion a trend that substantially reduced the risk of class conflict. The subsequent massive expansion of free or low-tuition public campuses signaled what seemed the permanent removal of economic and class barriers from college gates.[1]

The Morrill Acts, the Kalamazoo decision, broad-based citizen

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[1] Fred M. Hechinger, "Class War Over Tuition," New York Times, February 12, 1974, p. 18.

support of secondary education and higher education, and, in recent times, the G.I. Bill and the Brown decisions solidified and expanded support for the principle of public support for free education and equality of educational opportunity. The stage was set to begin the on-going effort, particularly after the Brown decisions, to achieve quality education and equality of educational opportunity for all. The legal, moral, and practical basis for free public education had been firmly established in the nation.

QUALITY EDUCATION AND EQUALITY OF EDUCATIONAL OPPORTUNITY

The historic and epochal Brown decision provided the legal and moral conduit to embrace and actively support quality education and equality of educational opportunity. Chief Justice Earl Warren, speaking for a unanimous Supreme Court, declared:

> We conclude that in the field of public education the doctrine of 'separate but equal' has no place. Separate educational facilities are inherently unequal. Therefore, we hold that the plaintiffs and others similarly situated for whom the actions have been brought are, by reason of the segregation complained of, deprived of the equal protection of the law guaranteed by the Fourteenth Amendment. This disposition makes unnecessary any discussion whether such segregation also violates the Due Process Clause of the Fourteenth Amendment.[1]

The issue in American education was no longer the establishment of free elementary-secondary education, but a fierce confron-

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[1] Brown V. Board of Education of Topeka, 347 U.S. 483 (1954).

tation with a much more difficult and complex phase: How to achieve quality education and equality of educational opportunity for all. Segregation in our nation's public schools is legally dead, but the practical implementation of desegregation has not become a reality in the 17,000 school districts that comprise the nation's public schools.

Blacks, the poor, and other minority children and youths are largely sequestered in segregated urban schools. It was this fundamental concern that prompted a special commission of the American Association of School Administrators to state in 1966 with a keen sense of urgency:

> The school district has a commitment to all children--the gifted, the average and slow learner; the child who has a special interest in music, in art, in literature, in dramatics, in the dance, in mathematics, or in a particular field of science. The school board has a mandate from the people to provide the best possible educational opportunities for all children and youth (italics added). It must secure adequate financial support; employ high quality teachers and maintain circumstances in which their capabilities can be used to full advantage; plan, construct, and equip school plants that will house and facilitate the operation of an instructional program; and provide teachers and pupils with the materials and equipment necessary for effective teaching and learning. These are the problems that confront all schools, but particularly schools in the large cities which are attracting such great numbers of people.[1]

James Conant in his widely read book, Slums and Suburbs, had

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[1] American Association of School Administrators, Imperatives in Education, (Washington, D.C.: American Association of School Administrators, 1966), p. 7.

called attention to the abyss separating urban and suburban school districts in their efforts for quality education and equality of educational opportunity. Conant referred to the cumbersome problems of urban school districts as representing "social dynamite." The reason indicated by Conant for writing Slums and Suburbs provides a pithy account of the urban dilemma:

> I have done so because I am coninced we are allowing social dynamite to accumulate in our large cities. I am not nearly so concerned about the plight of suburban parents whose offspring are having difficulty finding places in prestige colleges as I am about the plight of parents in the slums whose children either drop out or graduate from school without prospects of either further education or employment. In some slum neighborhoods I have no doubt that over a half of the boys between sixteen and twenty-one are out of school and out of work. Leaving aside of human tragedies, I submit that a continuation of this situation is a menace to the social and political health of the cities.[1]

The nation's public schools, particularly large urban school districts are in deep trouble. The social and economic pathologies that afflict the larger society affect the 17,000 school districts that constitute the nation's public schools. No where is the situation more ominous and disquieting than the nation's urban centers that are occupied by a huge sequestration of excluded and alienated children and youths. While there are social disorders and deviant behavior in suburban and urban schools, the most pro-

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[1] James B. Conant, Slums and Suburbs (New York: McGraw-Hill Book Co., 1960), p. 2.

nounced difficulties tend to be concentrated in areas of low socio-economic density. In short, in the core or central cities of our nation.

Quality education and equality of educational opportunity are achievable in urban school districts if the fiscal and monetary resources are provided and the socio-economic encumbrances (i.e., poor housing, unemployment, etc.) that thwart and impede scholastic achievement are removed.

In order to achieve quality in education and equality of opportunity, the multiple causal factors that give rise to disorder and dislocations in the public schools must be met promptly. The socio-racial bifurcation that represents an overriding and central reason for tumult, restiveness, and disorder in too many schools must be extripated. The twoness that William Edward Burghardt DuBois prophetically and eloquently declared seventy-four years ago remains firmly embedded in the body politic:

> One ever feels his twoness -- an American, a Negro; two souls, two thoughts, two unreconciled strivings, two warning ideals in one dark body, whose dogged strength alone keeps it from being torn asunder.[1]

A second major cause of disorder and hostility directed at our schools that severly affects the quality of education provided students, is the presence of elitism and class distinctions in the public schools. Historically, as has been indicated, in spite of the protestations to the contrary, elitism and classism

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[1] William E. B. DuBois, The Souls of Black Folk, (Greenwich, Conn.: Fawcett Publications, 1961), p. 17.

have been powerful elements in determining what youngsters will receive excellence in education. The historic orgins, to be sure, date back to 1635 with the founding of the Boston Latin Grammar School. Where a child lives and the socio-economic level of his parents are, to an overwhelming degree, the chief determinants as to whether he receives high quality education. Copious statistical and empirical data are provided in James Coleman's Inequality of Educational Opportunity and Patricia Sexton's Education and Income that support this view. Sexton makes a pithy and pertinent observation vis-a-vis this point in Education and Income:

> In the final analysis, the neglect of lower-income students and the stratification systems of the schools can probably be traced to three principal sources: one, the IQ evasion; two, the before-mentioned contempt, or at least indifference, which is often felt by teachers and others for their social 'inferiors,' and the imitation caused by their behavior, manners, and appearance; three the fact that upper-income groups have usually been in control of school boards and thereby in control of what goes on in the schools and the methods of distributing awards. In addition there is the fact that very little pressure is applied to the schools by lower-income individuals or groups representing them, while upper-income groups tend to have great influence in the schools and to be active in school affairs.
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> In a democractic society, schools must be committed to mass rather than to elite education. In carrying out this commitment, it would seem that the schools should aim to develop the full powers of all (italics in original) students, the 'gifted' and 'others' alike.[1]

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[1] Patricia C. Sexton, Education and Income Inequalities in Our Public Schools, (New York: The Viking Press, 1961), pp. 7-8.

Social class and elitism are anathema to the concept of equality of educational opportunity.

The former emphasis on high achievement, success, and lofty academic and career aspirations has been replaced, particularly in large urban school districts, by an emphasis on custodial treatment and the maintenance of order. Creative, innovative, and effective teaching, in too many cases, is viewed as incidental. The youngsters and their parents understand the educational warehousing or custodial education that engulfs a disproportionate number of them. High school diplomas in too many of our central city public high schools become passports to nowhere. It is they, along with those who either dropped out or were pushed out, who constitute the perennial losers in our society. A. Harry Passow makes a trenchant point in Education in Depressed Areas:

> It is in the depressed areas that the web of social problems is thickest: 'crime, alcoholism, drug addiction, poverty, illiteracy, disease, umemployment, and broken families are found in the city slums in massively greater degree than in society as a whole.' Typically, the depressed area population tends to be a stratified group of predominantly unskilled or semi-skilled workers, largely immigrant, who have moved to the city from a rural region.[1]

Another significant barrier to quality education and equality of educational opportunity is the current economic depression that weights unequally on Blacks, the Spanish-surnamed and other nonwhite minorities in the nation. Unemployment among Black youths

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[1] A. Harry Pasow, Education in Depressed Areas, (New York: Bureau of Publications, Teachers College, Columbia University), p. 1.

according to the Department of Labor is 40.1 percent and the level among Black adults is 14.2 percent. The unemployment levels among Black youths and adults is, in fact, greater than the unemployment levels during the Great Depression when the nation initiated emergency economic measures. In addition, according to data revealed in 1972 by the Bureau of Census, 42.7 percent of all Black youths in the nation under eighteen were living below the poverty level. The matrix for poor school achievement, hostility, frustration, and apathy is found within these socio-economic conditions that impact heavily on urban centers.

In spite of the multiplicity of societal problems that beset our public schools, the writer believes that quality in education and equality of educational opportunity are possible. In this conjunction, each youngster can be taught to acquire the basic skills, concepts, and understandings necessary to effectively compete in our society. What is necessary is a coalescense of will, resources, and talent. Additionally, we must transcend the barriers of race and class which militate against equality of opportunity. Kenneth Clark addresses this point with probity and clarity:

> Every individual who rises above the constrictions of race is a demonstration that this is really possible. Every time a Negro sees a group of secretaries--white and Negro--chatting over lunch; or children--white and Negro--walking together to school, he feels that hope is possible. Every time his white friend shows he is not afraid to argue with him as with anyone else, he sees that freedom is possible, that there are some for whom

> race is irrelevant, who accept or reject a person not as a Negro or a white, but in terms of himself. Only so can the real confinements of the ghetto be broken.[1]

Nowhere is the need for quality in education more insistent and urgent than in the sprawling urban school districts of our nation. The outmigration of affluent white familites, an eroded tax base, and an aura of despair and mythology that surround urban schools have also contributed to the difficulty encountered in achieving quality education in urban school districts. What is necessary is an endemic and continuing belief that all children, urban, suburban, and rural, are educable and capable of performing effectively in their classes. A preceptive and incisive comment was made by William F. Brazziel germane to achieving quality in education:

> The key phrase is movement toward goals at a satisfactory pace (italics are original). Many school programs have become little more than wasted money and motion because either clear goals were not set or goals were unrealistic. Other programs have become a can of worms because good programs were eliminated in favor of something that promised to be quicker. George Weber of the Council for Basic Education, for example, identified ninety-five schools succeeding with Black children in depressed areas, selected four, and studied them carefully for a year. He identified strong administrators, high teacher expectations, strong phonics teaching, and frequent progress testing as key elements in schools making satisfactory progress toward goals.[2]

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[1] Kenneth B. Clark, Dark Ghetto - Dilemmas of Social Power, (New York: Harper and Row, 1967), p. 240.

[2] William F. Brazziel, Quality Education for All Americans, (Washington, D.C.: Howard University Press, 1974), pp. 207-208.

The cardinal task that now confronts our society is to significantly expand, qualitatively and quantitatively, equal access and quality in education for the forty-six million students enrolled in our public schools. The establishment of firm and lucid goals, timetables, and implementation operational strategies is pivotal to achieving and sustaining quality education. Inasmuch as education is a state responsibility, states must provide dynamic and innovative leadership in order to effectuate necessary educational change.

The amelioration of scholastic achievement levels in urban schools constitutes an urgent educational imperative. A news article that received wide attention in The Washington Post last year indicates the seriousness of the matter:

> Average college board scores for D.C. public school students are more than 100 points below the national average on the test, and also substantially below scores for most big city school systems, according to a compilation of test reports. In 1975, the most recent year for which data is (sic) available, D.C. students averaged 330 (out of possible 800) on the verbal part of the Scholastic Aptitude Test sponsored by the College Entrance Examination Board. The low scores here put the D.C. school system next to the bottom in a study of 15 big city school districts. The study was conducted by researchers at the Educational Testing Service, the organization which prepares and scores the college board exams.[1]

However, equally significant, the article indicated that of the fifteen big city school districts (viz., Atlanta, Baltimore, Bos-

[1]The Washington Post, Newspaper article, August 20, 1976, p. C1.

ton, New York, Philadelphia, Dallas, Newark, Los Angeles, Detroit, Houston, etc.), except for Minneapolis, all scored below the national average.[1]

The next day The Washington Post revealed a case of an nonor graduate of a District of Columbia high school who was not able to compete effectively after being admitted to Georgetown University. The student's situation is graphically and poignantly portrayed:

> Linda Johnson, 20, said yesterday that when she graduated near the top of her class from Roosevelt High School in June, 1974, 'things were really going well.' She had been admitted to Georgetown University and was thrilled at the prospect of college.
> Just five months later, though, her dream of a stimulating education and an exciting career in journalism seemed shattered. She found the work too hard and she felt she had no choice, but to give up. 'I came home at Thanksgiving,' she said, 'and cried the entire weekend.'
> 'You really couldn't call what I learned at Roosevelt High School preparation,' the soft-spoken young woman said in an interview in her mother's office yesterday.
> Mrs. Johnson said 'large classes and poor facilities' are partly to blame and that 'teachers (of poor quality) are definitely a problem.'[2]

At the same time that Linda Johnson was experiencing personal trauma, Stephen Winder Jackson valedictorian at the Western High School, was being denied admission to George Washington University

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[1] Ibid., p. C 1.

[2] The Washington Post, Newspaper article, August 21, 1976, p. A 1.

because of poor SAT scores (i.e., 320 in verbal and 280 in mathematics). In a recent interview with The Washington Post, he reviewed his situation:

> 'I don't have any regrets about my education in D.C. public schools,' he said. 'I always understood that there was a slight deficiency in some of my classes, but I took the responsibility upon myself to see that it was corrected.'

The public schools, to be sure, in partnership with the community must utilize their collective talent, resources and expertise to avert colossal human frustrations, denials, and shoddy performance in school. All students, urban and suburban, must be provided the fundamental skills and understandings that will enable them to live productive and satisfying lives. Schools must be held accountable for this basic and overarching educational goal.

STRATEGIES FOR QUALITY EDUCATION

Historically, education has been viewed as the responsibility of the state. The state, then, in concert with local boards of education must fully utilize its influence and power in developing positive intervention strategies to strengthen and revitalize shoddy and low-achieving school districts.

The state should act in the firm and implacable belief that the problems that beset public schools, particularly urban centers are not irremediable or irreversible. The following measures, if adopted, and funded adequately at local, state, and national levels

will not only significantly reverse the educational deteriorating in the nation's public schools, but also effect a renaissance of our urban centers.

1. State assumption, in three phases, of the administration, organization, and operation of schools that consistently fail to meet accountability standards. A truancy dropout level for a school in excess of ten percent; high school absenteeism students reading two grades or more below grade levels as measured by the Iowa Test of Basic Skills; arithmetical scores two scores or more below grade level; widespread disciplinary problems; and poor interpersonal relations among teachers and administrators would also be critical elements. The three-phased proposal for state assumption of the operation of a particular school and/or school is as follows:

    a. An official warning by the state department of education delineating specific educational areas in which the school was deficient. The timetable for achieving minimum educational standards would be included.

    b. Failure to achieve specified educational standards (i.e., within a three-year time period at least 60% of all students will be reading at least one year below grade level; 50% of all students will be computing on grade level, etc.) would result in the placement of on-site monitors in the school and/or schools to observe first-hand what educational planning, implementation of innovative programs, and monitoring of students were going forward in the schools.

    c. Continued substandard performance would result in the state department of education placing the school and/or schools under its immediate administrative direction. An ad hoc administrative-instructional team would be assigned the school in order to develop and institute instructional strategies and techniques in order to deliver effective instruction to the

students. The existing staff of the school and/or schools would be directed to work in partnership with the ad hoc administrative-instructional team.

The recent decision of Federal Judge Arthur Garrity in placing the Boston School District under an educational receivership with an Educational Master provides a conceptual basis for the state intervening to improve the quality of instruction and to curb disruption. The state, in short, within the rule of reason and rationality, must mobilize its full resources, majesty, and power to assure each student an opportunity to acquire the basic skills necessary to compete effectively in our society.

2. A vigorous and concentrated national effort to provide jobs for the nation's jobless. All who seek work should be guaranteed gainful employment. The provisions of the U.S. Employment Act of 1946 and subsequent legislation should be fully utilized to achieve this urgent objective.

3. Equalization of funding by states in order to vitalize and sustain inadequately and shoddily funded urban schools. In fact, given the pre-Brown separate but equal mythology, it may be necessary to provide disproportionate funding for urban schools in order to achieve parity. Since education is a state responsibility, the state must provide the leadership and resources to assure children and youths that where they live and their parents' socio-economic position will not determine the quality of education that they receive in our public schools.

4. Provision for greater and more diversified personnel (viz., psychologists, guidance counselors, home visitors, reading specialists, aides, parents, etc.) in schools that reflect poor achievement, high dropout levels, high absentism, and disorder.

5. Development of an Urban American Plan (i.e., modeled after the Marshall Plan) in order to creatively and functionally emergize our large urban centers (i.e., New York, Newark, Philadelphia, Baltimore, Detroit, Chicago, etc.). Following World War II, we provided over fifteen billion dollars via the Marshall Plan to rebuild war-torn and devastated Western Europe. We possess the fiscal and monetary resources, considering a Gross National Product of over one trillion dollars, to rebuild our own cities.

6. The elimination of the wretched and unsafe housing that lines the rural and urban areas of our nation. Every American should be provided decent, safe, and sanitary housing.

7. Greater emphasis on career education exploration and work study and/or field experiences for all students.

8. Full enforcement of the Civil Rights Acts of 1957, 1960, 1964, 1965, and 1968.

9. Development of multiethnic curricula in instructional program in order to develop a respect and understanding of varying ethnic and racial groups and to provide positive reinforcement for minority students.

10. Provision for a health care program that assures an effective and humane health care delivery system for all students. The quality of a student's health care should not be dependent on his/her racial-socio-economic level.

The writer offers these ten recommendations fully cognizant of the fact that the public schools acting alone cannot achieve quality in education and equality of educational opportunity. The school, as an integral and vital part of our society, must work in partnership with the total cc mmunity in order to provide quality educational services to the community's most precious resource--its children and youths. The schools and society are one.

In summary, the writer firmly believes that the public schools possess the potential to deliver quality education to their total clientele. A mobilization of resources, talent, and expertise will enable the public schools of our nation, individually and collectively, to move this process forward. This paper has sought to identify salient factors in our past that have encumbered mass and quality education; steps made to expand the concept of mass education and equality of educational opportunity; ten pramatic strategies and measures necessary to achieve quality education.

It comes down to basically a matter of will and resources. If we believe that the lives of our forty-six million students cannot be made better, then, they will not be better. Conversely, if tangible resources and realistic strategies are provided, then, the lives of over 46 million students will be made better.

In brief, the expertise, skills, resources, and will of local school districts and nation must be mobilized to provide a triumph

of human values, dignity, and quality education in all of our public schools. It is an awesome and formidable dare that the nation must have the courage and will to confront as the Twenty-First Century beckons.

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